

<b>FORMING A FOUNDATION FOR READING</b> Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence, and connected text levels across content areas that include multicultural texts.		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>RD-M6-1.1</b> <b>Students will apply knowledge of synonyms or antonyms to comprehend a passage. DOK 2</b>	<i>RD-M7-1.1</i> <i>Students will apply knowledge of synonyms or antonyms to comprehend a passage. DOK 2</i>	<i>RD-M8-1.1</i> <i>Students will apply knowledge of synonyms or antonyms to comprehend a passage. DOK 2</i>
<b>RD-M6-1.2</b> <b>Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2</b>	<b>RD-M7-1.2</b> <b>Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2</b>	<b>RD-M8-1.2</b> <b>Students will select, based on context, select the appropriate meaning for a word that has multiple meanings. DOK 2</b>
<b>RD-M6-1.3</b> <b>Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage. DOK 2</b>	<b>RD-M7-1.3</b> <b>Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage. DOK 2</b>	<b>RD-M8-1.3</b> <b>Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage. DOK 2</b>
<i>RD-M6-1.4</i> <i>Students will formulate questions to guide reading. DOK 2</i>	<i>RD-M7-1.4</i> <i>Students will formulate questions to guide reading. DOK 2</i>	<i>RD-M8-1.4</i> <i>Students will formulate questions to guide reading. DOK 2</i>
<i>RD-M6-1.5</i> <i>Students will scan to find key information. DOK 1</i>	<i>RD-M7-1.5</i> <i>Students will scan to find key information. DOK 1</i>	<i>RD-M8-1.5</i> <i>Students will scan to find key information. DOK 1</i>
<i>RD-M6-1.6</i> <i>Students will skim to get the general meaning of a passage. DOK 1</i>	<i>RD-M7-1.6</i> <i>Students will skim to get the general meaning of a passage. DOK 1</i>	<i>RD-M8-1.6</i> <i>Students will skim to get the general meaning of a passage. DOK 1</i>
<b>RD-M6-1.7</b> <b>Students will interpret literal and non-literal meanings of words or phrases, based on context. DOK 2</b>	<b>RD-M7-1.7</b> <b>Students will interpret literal and non-literal meanings of words or phrases, based on context. DOK 2</b>	<b>RD-M8-1.7</b> <b>Students will interpret literal and non-literal meanings of words or phrases, based on context. DOK 2</b>
	<b>RD-M7-1.8</b> <b>Students will interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage. DOK 2</b>	<b>RD-M8-1.8</b> <b>Students will interpret the meaning of jargon, dialect, or specialized vocabulary used in a passage. DOK 2</b>

<b>DEVELOPING AN INITIAL UNDERSTANDING</b>		
Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>RD-M6-2.1</b> Students will identify or explain the main idea of a passage. DOK 3	<b>RD-M7-2.1</b> Students will identify or explain the main idea of a passage. DOK 3	<b>RD-M8-2.1</b> Students will explain the main idea of a passage. DOK 3
<b>RD-M6-2.2</b> Students will identify characteristics of short stories, novels, poetry, or plays. DOK 2	<b>RD-M7-2.2</b> Students will identify and explain the characteristics of short stories, novels, poetry, or plays. DOK 2	<b>RD-M8-2.2</b> Students will identify and explain the characteristics of short stories, novels, poetry, or plays. DOK 2
<b>RD-M6-2.3</b> Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 2	<b>RD-M7-2.3</b> Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 2	<b>RD-M8-2.3</b> Students will interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 2
<b>RD-M6-2.4</b> Students will locate key ideas or information in a passage. DOK 1	<b>RD-M7-2.4</b> Students will locate key ideas or information in a passage. DOK 1	<b>RD-M8-2.4</b> Students will locate key ideas or information in a passage. DOK 1
<b>RD-M6-2.5</b> Students will summarize information from a paragraph, a section of a passage, or the entire passage. DOK 2	<b>RD-M7-2.5</b> Students will summarize information from a paragraph, a section of a passage, or an entire passage. DOK 2	<b>RD-M8-2.5</b> Students will paraphrase information from a paragraph, a section of a passage, or an entire passage. DOK 2
<i>RD-M6-2.6</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage. DOK 3</i>	<i>RD-M7-2.6</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage. DOK 3</i>	<i>RD-M8-2.6</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage. DOK 3</i>
<b>RD-M6-2.7</b> Students will make predictions, draw conclusions, make generalizations, or make inferences based on what is read. DOK 2	<b>RD-M7-2.7</b> Students will make predictions, draw conclusions, make generalizations, or make inferences based on what is read. DOK 2	<b>RD-M8-2.7</b> Students will make predictions, draw conclusions, make generalizations, or make inferences based on what is read. DOK 2
<b>RD-M6-2.8</b> Students will explain the meaning of concrete or abstract terms, based on the context from a passage (e.g., “loaded” words, connotation, and denotation). DOK 2	<b>RD-M7-2.8</b> Students will explain the meaning of concrete and abstract terms, based on the context from a passage (e.g., “loaded” words, connotation, and denotation). DOK 2	<b>RD-M8-2.8</b> Students will interpret the meaning of concrete and abstract terms, based on the context from a passage (e.g., “loaded” words, connotation, and denotation). DOK 2

<b>INTERPRETING TEXT</b>		
Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<i>RD-M6-3.1</i> <i>Students will explain the relationship between events in a story and a character's behavior. DOK 3</i>	<b>RD-M7-3.1</b> <b>Students will analyze the relationship between events in a story and a character's behavior. DOK 3</b>	<b>RD-M8-3.1</b> <b>Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3</b>
<b>RD-M6-3.2</b> <b>Students will identify an author's purpose in a passage. DOK 2</b>	<b>RD-M7-3.2</b> <b>Students will identify or explain an author's purpose in a passage. DOK 2</b>	<b>RD-M8-3.2</b> <b>Students will identify or explain an author's purpose in a passage. DOK 2</b>
<b>RD-M6-3.3</b> <b>Students will explain or analyze how a conflict in a passage is resolved. DOK 3</b>	<b>RD-M7-3.3</b> <b>Students will explain or analyze how a conflict in a passage is resolved. DOK 3</b>	<b>RD-M8-3.3</b> <b>Students will explain or analyze how a conflict in a passage is resolved. DOK 3</b>
<i>RD-M6-3.4</i> <i>Students will identify details that support the main idea or explain their importance in a passage. DOK 2</i>	<b>RD-M7-3.4</b> <b>Students will identify details that support the main idea or explain their importance in a passage. DOK 2</b>	<b>RD-M8-3.4</b> <b>Students will analyze the use of details that support the main idea or explain their importance in a passage. DOK 3</b>
<b>RD-M6-3.5</b> <b>Students will distinguish between informative and persuasive passages. DOK 2</b>	<b>RD-M7-3.5</b> <b>Students will distinguish between informative and persuasive passages. DOK 2</b>	
<i>RD-M6-3.6</i> <i>Students will distinguish between fact or opinion. DOK 2</i>	<i>RD-M7-3.6</i> <i>Students will distinguish between fact or opinion. DOK 2</i>	
<b>RD-M6-3.7</b> <b>Students will identify an author's opinion (about a subject. DOK 1</b>	<i>RD-M7-3.7</i> <i>Students will identify or explain an author's opinion about a subject. DOK 1</i>	<i>RD-M8-3.7</i> <i>Students will identify or explain an author's position based on evidence in a passage. DOK 1</i>
<b>RD-M6-3.8</b> <b>Students will identify the argument or supporting evidence from a passage. DOK 1</b>	<b>RD-M7-3.8</b> <b>Students will identify the argument or supporting evidence from a passage. DOK 1</b>	<b>RD-M8-3.8</b> <b>Students will identify an author's argument or identify evidence from the passage to support the author's argument. DOK 1</b>
<b>RD-M6-3.9</b> <b>Students will identify persuasive techniques (i.e., expert opinion, statistics, testimonial, bandwagon, emotional appeal,</b>	<b>RD-M7-3.9</b> <b>Students will identify persuasive techniques (i.e., expert opinion, statistics, testimonial, bandwagon, emotional appeal, logical</b>	<b>RD-M8-3.9</b> <b>Students will identify a variety of persuasive techniques (e.g., use of expert opinion, statistics, repetition, restatement, rhetorical</b>

logical appeal). DOK 2	appeal). DOK 2	question, parallelism, allusion, logical/emotional/ethical appeal) or propaganda techniques (i.e., misuse of expert opinion and statistics, testimonial, bandwagon, emotional appeal, logical appeal) or explain how each is used. DOK 2
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<b><u>REFLECTING AND RESPONDING TO TEXT</u></b>		
Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<i>RD-M6-4.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <b>DOK 3</b></i>	<i>RD-M7-4.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <b>DOK 3</b></i>	<i>RD-M8-4.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <b>DOK 3</b></i>
	<b>RD-M7-4.2</b> <b>Students will use evidence from a passage to formulate opinions in response to a reading passage. DOK 3</b>	<b>RD-M8-4.2</b> <b>Students will use evidence from a passage to formulate opinions in response to a reading passage. DOK 3</b>

<b>DEMONSTRATING A CRITICAL STANCE</b> Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features such as irony, humor, and organization.		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<i>RD-M6-5.1</i> <i>Students will identify the ways in which similar themes, ideas, concepts are developed in more than one literary work. DOK 4</i>	<i>RD-M7-5.1</i> <i>Students will identify the interrelationships (themes, ideas, concepts) that are developed in more than one literary work. DOK 4</i>	<b>RD-M8-5.1</b> <b>Students will explain the interrelationships (themes, ideas, concepts) that are developed in more than one literary work. DOK 4</b>
<b>RD-M6-5.2</b> <b>Students will identify literary devices such as foreshadowing, imagery, and figurative language (e.g., flashback, similes, metaphors, personification, hyperbole). DOK 2</b>	<b>RD-M7-5.2</b> <b>Students will identify and explain literary devices such as foreshadowing, imagery, or figurative language (e.g., flashback, similes, metaphors, personification, hyperbole). DOK 2</b>	<b>RD-M8-5.2</b> <b>Students will identify and explain literary devices such as foreshadowing, imagery, or figurative language (e.g., flashback, similes, metaphors, personification, hyperbole). DOK 2</b>
<b>RD-M6-5.3</b> <b>Students will identify or explain examples of symbolism, irony, or analogy from the passage. DOK 2</b>	<b>RD-M7-5.3</b> <b>Students will identify or explain an author's use of symbolism, irony, or analogy found in a passage. DOK 2</b>	<i>RD-M8-5.3</i> <i>Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 2</i>
<i>RD-M6-5.4</i> <i>Students will interpret how meaning is influenced by the author's word choice, style, content, or use of literary elements. DOK 3</i>	<i>RD-M7-5.4</i> <i>Students will interpret how meaning is influenced by the author's word choice, style, content, or use of literary elements. DOK 3</i>	<b>RD-M8-5.4</b> <b>Students will interpret how meaning is influenced by the author's word choice, style, content, or use of literary elements. DOK 3</b>
	<b>RD-M7-5.5</b> <b>Students will compare and contrast elements, views, ideas, or events presented in one or more passages. DOK 3</b>	<b>RD-M8-5.5</b> <b>Students will compare and contrast elements, views, ideas, or events presented in one or more passages. DOK 3</b>
	<i>RD-M7-5.6</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. DOK 3</i>	<i>RD-M8-5.6</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. DOK 3</i>
<b>RD-M6-5.7</b> <b>Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, and captions) enhances the</b>	<b>RD-M7-5.7</b> <b>Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, and captions) enhances the</b>	<b>RD-M8-5.7</b> <b>Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, and captions) enhances the</b>

<b>reader's understanding of a passage. DOK 3</b>	<b>reader's understanding of a passage. DOK 3</b>	<b><i>reader's understanding of a passage. DOK 3</i></b>
<b>RD-M6-5.8</b> <b>Students will identify organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage. DOK 3</b>	<b>RD-M7-5.8</b> <b>Students will apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage. DOK 3</b>	<i>RD-M8-5.8</i> <i>Students will analyze the organizational patterns (cause and effect, comparison or contrast, sequence, generalizations) in a passage. <b>DOK 3</b></i>